

**8th Grade World History Research Project**  
**European Middle Ages**  
**Mr. Reimer**

Introduction

For this project you will have an opportunity to put into practice the historical skills we have been practicing in class. I have chosen twenty-eight topics, one for each of my eighth grade students, related to the European Middle Ages, which roughly spanned from 500 to 1450 C.E. You will select your topic from a hat. You will then conduct some background research into your topic in order to develop a research question and thesis. We will next go to the library in order to discover evidence to support your thesis. Finally, you will defend your thesis in an essay, which we will publish in an online student journal.

Topics

1. The New Germanic Kingdoms pg. 302-304
2. The Role of the Church pg. 304-306
3. The Carolingian Empire pg. 306-309
4. The Development of Feudalism pg. 310-311
5. Feudalism pg. 311-313
6. The Code of Chivalry pg. 314-315
7. England in the High Middle Ages pg. 316-318
8. France in the Middle Ages pg. 319
9. The Holy Roman Empire pg. 319-320
10. Kievan Rus pg. 320-321
11. The Mongols pg. 321
12. The Byzantine Empire pg. 322-324
13. The Great Schism pg. 324
14. The Early Crusades pg. 325-327
15. The Later Crusades pg. 327
16. The New Agriculture pg. 334-335
17. The Manorial System pg. 336-338
18. The Revival of Trade pg. 338
19. The Growth of Cities pg. 339-341
20. Reform of the Papacy pg. 342-344
21. New Religious Orders pg. 344-346
22. Religion in the High Middle Ages pg. 347
23. Architecture pg. 348-349
24. Universities pg. 350
25. Vernacular Literature pg. 351
26. The Black Death pg. 352-354, 360-361
27. Decline of Church Power pg. 355
28. The Hundred Years' War pg. 356-359

### Guidelines

- Length: at least five paragraphs (one introduction, three body paragraphs, and one conclusion)
- Format: double-spaced, typed, twelve-point Times New Roman font, one inch margins
- Sources: at least one book source (other than your textbook), at least one source from a database, and at least one source from an Internet site
- Documentation Style: Turabian

### Helpful Hints

- Remember what you are attempting to support. If it does not relate to your thesis, do not include it.
- Use third-person pronouns and avoid using I, me, my, you.
- Use the active tense instead of the passive tense. For example, "He earned a good grade" instead of "A good grade was given to him."
- Avoid "be" verbs as much as possible.
- Brevity and clarity are preferred over rambling fluff.
- Spell out all numbers and contractions.
- Pay close attention to the due dates. They are designed to help you manage the research process.
- Large amounts of class time will be devoted to independent work. Use this time wisely. If you fall behind due to laziness or absences, you are expected to catch up outside of class.

### Grading

You will complete this project in steps utilizing NoodleTools. Each intermediate step will count as both a daily grade and a quiz grade. The final essay will count as an assessment grade. Below is the calendar of due dates:

Day	Topic	In class	Assessment	Homework
<b>Monday March 18</b>	European Middle Ages Research Project	Introduction of project and era, Selection of topics		None
<b>Tuesday March 19</b>	Background Research	Research topic by reading the associated section in the textbook		Finish in class assignment
<b>Wednesday March 20</b>	Background Research	Continue research on topic by consulting either another book in Mr. Reimer's room or a website such as wikipedia		Finish in class assignment
<b>Thursday March 21</b>	Research Question	Formulate research question		
<b>Friday March 22</b>	Thesis Statement	Formulate thesis statement		Finalize research question and thesis statement
<b>Monday March 25</b>	Library Research	Introduction to conducting research in the library	Research question and thesis statement due	None
<b>Tuesday March 26</b>	Library Research	How to use a database		None

Day	Topic	In class	Assessment	Homework
<b>Wednesday March 27</b>	Library Research	How to find reliable sources online		
<b>Thursday March 28</b>	Parent/Student/Teacher Conference Day No School			
<b>Friday March 29</b>	Library Research	How to create a bibliography		Finalize bibliography
<b>Monday April 1</b>	Body Paragraphs	How to write a topic sentence	Bibliography due	Work on outline
<b>Tuesday April 2</b>	Body Paragraphs	How to use evidence to support thesis		Work on outline
<b>Wednesday April 3</b>	Body Paragraphs	How to explain evidence		Finalize outline
<b>Thursday April 4</b>	Rough Draft	How to transition within a paragraph	Outline with complete introductory paragraph due	Work on rough draft
<b>Friday April 5</b>	Rough Draft	How to transition between paragraphs		Work on rough draft
<b>Monday April 8</b>	Rough Draft	How to write a concluding paragraph		Finalize rough draft
<b>Tuesday April 9</b>	Rough Draft Due at the End of Class			
<b>Wednesday April 10</b>	Peer Edit			
<b>Thursday April 11</b>	ERB Testing			
<b>Friday April 12</b>	ERB Testing			
<b>Monday April 15</b>	Final Drafts Due			

### Introductory Paragraph Rubric

Category	Exemplary 5 Points	Proficient 4 Points	Approaching 3 Points	Minimum 2 Points	Total
Hook	Paragraph really grabs the reader's attention with its hook	Paragraph creates interest for the reader with an appropriate hook	Paragraph creates some interest for the reader with an attempt at a hook	Paragraph creates little interest for the reader	
Topic	Paragraph gives concise and thorough background on your topic and a clear explanation of your research question	Paragraph gives background on your topic and explanation of your research question	Paragraph gives some background on your topic and explanation of your research question but the topic and question remain unclear	Research topic and question very unclear	
Thesis	Paragraph contains a thesis statement that clearly answers your research question with reasons and is defensible	Paragraph contains a thesis statement that clearly answers your research question	Paragraph contains a thesis that is lacking either in its expression of your opinion or its failure to answer your research question	Paragraph contains a thesis that is difficult to find and very undeveloped	
Conventions	Paragraph has no grammar, spelling, or mechanical errors	Paragraph has a few grammar, spelling, or mechanical errors but they do not distract from its overall meaning	Paragraph has 1-2 grammar, spelling, or mechanical errors that distract from its overall meaning	Paragraph has 3 or more grammar, spelling, or mechanical errors that distract from its overall meaning	
<b>Total</b>					

### Body Paragraph Rubric

Category	Exemplary 5 Points	Proficient 4 Points	Approaching 3 Points	Minimum 2 Points	Total
Topic Sentence	Paragraph contains a topic sentence that clearly states the main idea of the paragraph and that relates back to the thesis	Paragraph contains a topic sentence that clearly states the main idea of the paragraph	Paragraph contains a topic sentence that attempts to state the main idea of the paragraph but the main idea is still somewhat unclear	Topic sentence very unclear	
Support	Paragraph gives two pieces of correctly cited evidence that support your topic and that are both clearly explained, evidence and explanations flow nicely	Paragraph gives two pieces of evidence that support your topic sentence and that are both clearly explained	Paragraph gives only one piece of evidence that supports your topic sentence and that is clearly explained	Paragraph either lacks evidence or an explanation of evidence	
Focus	Paragraph focuses on just one main idea that clearly relates to your thesis statement	Paragraph focuses on just one main idea	Paragraph addresses more than one main idea	Paragraph lacks a main idea	
Conventions	Paragraph has no grammar, spelling, or mechanical errors	Paragraph has a few grammar, spelling, or mechanical errors but they do not distract from its overall meaning	Paragraph has 1-2 grammar, spelling, or mechanical errors that distract from its overall meaning	Paragraph has 3 or more grammar, spelling, or mechanical errors that distract from its overall meaning	
<b>Total</b>					

### Concluding Paragraph Rubric

Category	Exemplary 5 Points	Proficient 4 Points	Approaching 3 Points	Minimum 2 Points	Total
Connection	Paragraph thoughtfully and convincingly includes a suggestion for future areas of research or a connection to a current event, theme, or issue	Paragraph includes a suggestion for future areas of research or a connection to a current event, theme, or issue	Paragraph attempts to suggest future areas of research or a connection to a current event, theme, or issue but does not fully explain	Paragraph includes a suggestion for future areas of research or a connection to a current event, theme, or issue that is very unclear	
Topic	Paragraph reminds readers of your topic and research question in a fresh and new way	Paragraph reminds readers of your topic and research question	Paragraph somewhat reminds readers of your topic and research question but the topic and question remain unclear	Research topic and question very unclear	
Thesis	Paragraph restates your thesis statement as well as your supporting evidence in a fresh and new way	Paragraph restates your thesis statement along with your supporting evidence	Paragraph contains a restatement of your thesis that is lacking either in its expression of your opinion or its failure to remind readers of your supporting evidence	Paragraph contains a restatement of your thesis that is difficult to find and very undeveloped	
Conventions	Paragraph has no grammar, spelling, or mechanical errors	Paragraph has a few grammar, spelling, or mechanical errors but they do not distract from its overall meaning	Paragraph has 1-2 grammar, spelling, or mechanical errors that distract from its overall meaning	Paragraph has 3 or more grammar, spelling, or mechanical errors that distract from its overall meaning	
<b>Total</b>					